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ABSTRACT

This document describes a 1-year (1972-1973) practicum program which entailed planning, implementing, and evaluating a supervision system of off-campus innovative instruction by parent-teacher teams for 42 gifted elementary school students. Discussed are development and implementation of the following program components: goals, such as teaching basic skills for student problem solving and critical thinking; objectives, such as student demonstration of increased appreciation of music, art, drama, and literature; implementation through inservice training of parents and teachers in Goal Oriented Supervision and Supervisory Conference techniques (incorporating behavior modification and reinforcement); activities such as ecology walks, a cooking workshop, attendance at a symphony concert, and instruction in Chinese; budget making; and evaluation procedures, such as coordinator discussions with participants and mid- and end-of-year questionnaires. Major evaluation results indicate that 80 percent of respondents considered the supervision system to be effective and worthy of replication the following year. The program is seen to have implications for use by field administrators for involving parents and teachers. Appendixes give details of program aspects such as goals, activities, and costs; a summary of evaluation procedures; explanations of supervision policies including goals, assessment of staff skills, and steps in supervision; criterion checklists for Spanish and parent involvement; a discussion on the supervisory conference including steps; and a continuum of stages in the supervisory role. (Author/MC)

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NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

DESIGNING AND IMPLEMENTING A SUPERVISION SYSTEM FOR A MENTALLY GIFTED PROGRAM

by

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ABSTRACT

The purpose of this practicum was to plan and carry out a supervision system for a newly planned gifted instructional program including the necessary implementing instruments and inservice training, utilizing significant input from program participants, involved parents and staff. A supervision system was designed and implemented which served the unique needs of what was essentially an off campus instructional program utilizing parent staff instructional teams as the basic staffing unit. Subsequent application of many of this program's features offer one approach to the field administrator for involving parents in both the planning and teaching processes in working closely with staff members as part of a planning and teaching team.

INTRODUCTION

Since the activities planned for this Gifted Program differed considerably, in most cases, from traditional, in classroom, type school programs, the traditional approaches to supervision were judged to be less appropriate and often inadequate for these activities. (See Appendix A)

First, the building principal was in many cases not available to supervise the activity since so many of the planned experiences were off campus activities. Secondly, the content of many of the program elements were out of the realm of the principal's experience, making him relatively incompetent to judge these program elements content validity, if not the appropriate materials and method. It was concluded from the above that the staffing unit, made up in all cases by a parent-teacher team, would be in the best position to assume the major supervision responsibility as well as the teaching responsibility.

This practicum set out to design a system of supervision which would effectively function within the program constraints described above. We arrived at

supervision goals first in our planning process, determining what we wanted our system to accomplish and who would accomplish it. We made these important decisions, as with all subsequent major decisions, in our Parent-Staff Advisory Committee, a group which was at one time or another a planning, teaching and evaluation body.

We next agreed upon Program Objectives, developed a plan for development and implementation, determined the required inputs and began putting the program into operation. This practicum report is a detailed description and analysis of the planning, training, implementing and evaluation process briefly described above.

SUPERVISION GOALS AND OBJECTIVES

During the committee's deliberations regarding what our supervision goals should be it was felt by virtually all members of the committee that the structure of our supervision system must necessarily depart from traditional approaches if we were to achieve a system that was consistent with and would facilitate the operation of the newly begun Mentally Gifted Minors Program. It was concluded that since our instructional program was decentralized our system of supervision that supported it must also be decentralized. In other words, it must involve many different individuals, working in many different locations.

It was also recognized that since the supervision experiences and skills of those who would be supervising were in many cases minimal, much assistance and training by those more experienced would be necessary if our basic operational concepts were to be effective.

Goals

All Staff and Parent program participants as well as the program coordinator will play significant roles in

supervising the Gifted Program, both in terms of planning and carrying out these supervisory activities.

All Gifted activities will be supervised by a team made up of no less than one teacher and one parent with the principal coordinator participating as a member of the supervising team when possible and appropriate.

The coordinator will provide leadership for the design, implementation and evaluation of the team supervision techniques to be employed and the training of the individuals involved.

Objectives

Each parent-teacher instructional team will be able to effectively supervise themselves using appropriate approaches to analyzing their own behavior as instructors the behavior of their partner and the behavior of the children in their instructional group.

Each instructional team will plan and carry out "Supervisory Conferences", utilizing the principals of the Champagne model[1] as frequently as is appropriate.

1 John L. Morgan and David W. Champagne, The Supervisory Conference, Pennsylvania: University of Pittsburg Press, 1971

All teaching teams will communicate freely and regularly with the program coordinator in terms of their analysis of how their activity is progressing.

The coordinator will assume the leadership for planning and implementing the methods and instruments of supervision discussed above.

The specific instruments and procedures adopted for implementation will be based upon and the results of input from the participating parent-teacher instructional teams as well as the coordinator and outside resource persons that the group deems advisable to consult with.

SYSTEM DEVELOPMENT AND IMPLEMENTATION

Development

Beginning in October 1973 the parent-staff instructional teams were identified and their instructional assignments tentatively made, pending final planning of the Gifted Program itself. (See Appendix A).

After the instructor teams were identified and the calendar of gifted activities tentatively established a series of meetings were held with the instructor teams during October and November at which time goals and objectives were established. The procedures to be followed and the necessary instruments to be employed were also discussed and adopted. (See Appendix B). This planning process required numberous meetings totalling approximately twenty hours before all of the above mentioned program components were finalized.

Implementation

A series of inservice meetings were held, beginning November 15, during which the parent-staff teaching teams were trained in the use of the Goal Oriented Supervision and Supervisory Conference techniques and instruments specified in Appendix B. At these meetings the procedures were discussed, demonstrated and role played

when this technique was appropriate. This training was continued until participants expressed confidence to begin their use. A total of approximately fifteen hours were spent with these activities.

The program coordinator consulted with each team as frequently as possible during the first few weeks the teams began their operations to assist and reassure these individuals as much as possible during this critical beginning period. Consultations between the coordinator and the members of the teaching teams continued during the course of the year so that the coordinator met with each teaching team at least once every month to discuss the status of their instructional program and the supervision component of their program in particular. He also participated with all instructor teams in one or more of their Supervisory Conferences.

A Mid-Year questionnaire was given to all instructor teams in early February the purpose of which was to gather data on participants attitudes regarding the program after having been involved in the system for from two to three months. (See Appendix C) The responses to the questionnaire were tabulated and passed to all instructor teams after which the total instructor team group met to discuss the questionnaire

results and compare their personal responses to what we were then able to determine were group concenses to the statements put forth in the questionnaire. The results of the above mentioned questionnaire appear and are analyzed in the evaluation section of this report.

A second questionnaire was sent to all instructor teams near the end of the school year to assess their judgments about the program at that time. (See Appendix D) Many statements were repeated from the first questionnaire in order to determine any changes in feelings and attitudes that might have taken place with additional experience in the program. Additional statements were also included in the end of the year questionnaire to assess overall judgments towards what had taken place at that time. The results of the end of the year questionnaire with accompanying discussion and analysis also appear in the evaluation section of this report.

An end of the year meeting was held with all instructor team members and the implications of the End of the Year Questionnaire results for 1973-74 plans for the Gifted Program were discussed and analyzed.

At this final meeting the content of the informal evaluation input obtained from the program participants during the year was also discussed and noted for purposes of assisting with 1973-74 planning. All recommendation for 1973-74 program planning discussed at this meeting were noted and will be brought to the attention of the 1973-74 Gifted Program Planning Committee as well as the committee (if a different group) that will plan the supervision component of next years program. The content of the above mentioned discussions will be dealt with in Evaluation Section of this report.

EVALUATION

The staff, parents and children were all involved in assessing the success of each of our Gifted Program activities as well as the supervision component of the program, although the input from children did not relate directly to supervision aspects of the program. The evaluation discussion that follows will deal only with the supervision component of the Gifted Program, although it is recognized that an analysis of the results of the supervision system cannot be considered altogether apart from other instructional aspects of the Gifted Program.

Techniques of Assessment Used

1) Coordinator discussions with staff, parents and children involved in the Gifted Program.

2) Informal reports of observations by parents, children and staff.

3) Large group discussion meetings of instructor team personnel.

4) Questionnaire results from instructor team personnel.

5) Coordinator observations and conferences with instructor teams regarding the use of Goal Oriented Supervision and Supervisory conference techniques.

Evaluation Results

The Questionnaires

The tabulated results of the Mid Year and End of Year questionnaires appear in tables 1 and 2.

The responses of these questionnaires indicated that sixty-five percent of the participants felt the original training was helpful, fifty per cent felt confident to begin using the Goal Oriented Supervision self check sheets from the beginning while twenty five per cent were undecided and twenty five per cent did not feel confident to begin using this technique from the beginning.

Less than fifty per cent indicated that because they participated in the decision to use the Goal Oriented Supervision (GOS) technique they were probably more receptive to using the technique. Twenty per cent felt their participation did not affect their attitude towards its use.

TABLE I

MID-YEAR QUESTIONNAIRE RESULTS

Response Code: SA=Strong Agreement, A=General Agreement, U=Undecided
D=General Disagreement, SD=Strong Disagreement
TR=Total Responses.

NO	STATEMENTS (Paraphrased from Questionnaire)	SA	A	U	D	SD	TR
1	Oriented Supervision (GOS) training was helpful	10	3	2	1	0	20
2	Felt confident in use of GOS instrument when I began	5	5	5	3	2	20
3	GOS sheets helped me improve my teaching performance	7	7	3	3	0	20
4	Involvement in decision to use GOS made me more receptive	3	6	7	3	1	20
5	GOS technique not particularly helpful to me	0	1	2	2	15	20
6	GOS technique benefits worth the time spent on it	14	3	2	1	0	20
7	GOS technique helped me with self analysis of my teaching	6	8	6	0	0	20
8	Would like to continue next year as an instructor	6	4	8	2	0	20
9	My teaching assignment was in an area I had confidence in	10	4	0	4	2	20
10	I am performing in my teaching at least satisfactorily	6	4	6	4	0	20
11	Coordinator has been available when I needed him	8	6	6	0	0	20
12	Coordinator understands my teaching assignment	12	4	4	0	0	20
13	Coordinator has been effective in his assignment	7	8	2	3	0	20
14	Supervisory Conference (SC) training was helpful	6	8	2	3	1	20
15	Felt confident to use SC technique from the beginning	2	4	5	5	4	20
16	SC technique did help me with my teaching performance	9	5	3	2	1	20
17	Involvement in decision to use SC made me more receptive	4	7	5	3	1	20
18	Supervisor role in SC is somewhat threatening to me	5	6	3	3	3	20
19	Supervisee role in SC is somewhat threatening to me	2	3	0	10	5	20
20	Benefit to me from SC merits use of time spent	6	4	2	7	1	20
21	I can criticize in SC without fear of after affects	4	6	5	2	3	20
22	I tend to resent being criticized in SC	2	1	2	8	5	20
23	Coordinator has been available when needed to help with SC	7	7	2	2	2	20
24	I am reasonably honest with my partner during our SC	7	8	2	3	0	20
25	My partner is reasonably honest with me during SC	5	4	5	4	2	20
26	I needed more SC training than I had when I began	6	5	3	4	3	20
27	Coordinators presence at SC inhibits my partners remarks	2	2	3	8	5	20
28	Coordinators presence at SC inhibits my remarks	5	4	3	5	3	20
29	I would want the SC technique to continue next year	3	5	8	2	2	20

TABLE 2

END OF YEAR QUESTIONNAIRE RESULTS

Response Code: SA=Strong Agreement, A=General Agreement, U=Undecided
D=General Disagreement, SD=Strong Disagreement
TR=Total Responses

NO	STATEMENTS (Paraphrased from Questionnaire)	SA	A	U	D	SD	TR
1	Mid Year meeting helped me with GOS technique	10	4	3	1	2	20
2	Mid Year meeting helped me with SC technique	13	4	1	2	0	20
3	Hearing others problems decreased my anxiety	7	11	1	1	0	20
4	Comments of others at meeting were helpful to me	9	6	3	1	1	20
5	Mid Year meeting not particularly helpful to me	1	2	0	9	8	20
6	GOS technique not particularly helpful to me	0	1	1	3	15	20
7	GOS technique helped me with self analysis of my teaching	7	9	4	0	0	20
8	Would like to continue next year as an instructor	11	3	0	3	3	20
9	I am performing in my teaching at least satisfactorily	9	7	4	0	0	20
10	Coordinator understands my teaching assignment	14	4	2	0	0	20
11	Coordinator has been effective in his assignment	11	6	1	2	0	20
12	Supervisor role in SC is somewhat threatening to me	3	2	2	10	3	20
13	Supervisee role in SC is somewhat threatening to me	1	2	2	8	7	20
14	Benefit to me from SC merits use of time spent	9	7	0	3	1	20
15	I can criticize in SC without fear of after affects	9	5	1	4	1	20
16	I tend to resent being criticized in SC	1	1	2	10	5	20
17	Coordinator has been available when needed to help with SC	9	6	0	3	2	20
18	I am reasonably honest with my partner during our SC	13	2	2	3	0	20
19	My partner is reasonably honest with me during SC	11	5	1	3	0	20
20	Coordinators presence at SC inhibits my partners remarks	1	2	1	9	7	20
21	Coordinators presence at SC inhibits my remarks	2	2	1	10	5	20
22	I would want the SC technique to continue next year	7	9	1	2	1	20
23	Supervision system used was generally affective	11	5	1	2	1	20
24	Major revision or discontinue SC technique next year	1	2	1	5	11	20
25	Major revision or discontinue GOS technique next year	0	1	1	11	7	20

Eighty-five percent of the respondents on both questionnaires disagreed with the statement that GOS was not particularly helpful to them and approximately the same percentage felt that GOS was worth the amount of time spent in it's use. The seventy percent of the respondents who indicated that the self analysis facet to GOS was particularly helpful increased to eighty percent in their response to this same statement on the end of the year questionnaire.

The positive response to wishing to continue as a member of an instructor team for the following year increased from fifty percent at mid-year to seventy percent at the end of the year.

Seventy percent indiciated their teaching assignment was in an area that they felt confident working in. The response to feeling that they were doing at least a satisfactory job in their teaching assignment was fifty percent positive and fifty percent undecided at mid year but had changed to eighty percent positive and only twenty percent undecided by the end of the year.

Seventy percent of the respondents indicated that the program coordinator was available for help when needed,

that he was generally effective in his assignment and that he understood the problems that they were having in their particular teaching assignment. This positive response increased generally on these items to approximately seventy five percent at the end of the year.

The respondents indicated much less confidence in their readiness to begin using Supervisory Conferences (SC) at the beginning of the year than was the case with GOS. Seventy percent felt that the SC training was helpful but only forty percent felt confident with the technique when they began, probably indicating a need for much more inservice with this technique than was provided. Seventy percent felt that the SC did help them with their teaching performance while only fifty five percent felt that their involvement in the decision to use this method affected their attitude towards it.

More than fifty percent indicated that being the supervisor in SC was to some extent a threat to them at mid year wheras this percentage lowered to only twenty five percent by the end of the year, perhaps indicating that experience with this technique increased the users confidence. In contrast, being the one supervised in SC was a threat to only twenty five percent at

mid year and only fifteen percent at the conclusion of the program.

While only fifty percent felt the benefits from SC merited the time spent at mid year, this percentage increased to eighty percent at the end of the year, another possible indicator that the respondents gained confidence with or understanding of the method as the year progressed.

It is also interesting to note that critizing in SC was more of a threat than being critized although the reluctance to criticize decreased as the year progressed. It is also noteworthy that at both the middle and end of the school year the respondents indicated at the seventy five percent level that they were being reasonably honest with their teaching partners in SC while the same confidence in their partners frankness with them was not expressed until the end of the year at which time eighty percent indicated they felt this confidence.

In general, the mid year meeting following the tabulation of the first questionnaire was felt to be useful by the respondents. Seventy percent felt the meeting was helpful for them in terms of both GOS and SC. Apparently, listening to the concerns and problems

that others had experienced had the affect of lessing their own anxieties in relation to their utilization of these same techniques. Only three respondents indicated that this mid year meeting was not especially helpful to them.

In conclusion, the respondents indicated at the eighty percent level that overall the supervision system was effective and should be continued without major revision into the 1973-74 school year.

Other Assessment Technique Results

In general, the other assessment techniques used including the informal discussions with parents, staff and children, reports from program observers, the coordinators own observations and finally the large group discussion meetings held with the instructor teams all reflected a very high degree of agreement with virtually all areas of the questionnaire responses.

Conclusions

At the large group meeting held following the tabulation of the results of the May Questionnaire it was concluded that the supervision system used was

sufficiently effective to continue its use, with only minor modifications into the 1973-74 school year. It was particularly noted that some instructor team members, particularly many of the parent members, should have had much more extensive inservice training in the use of the Supervisory Conference before beginning the use of this technique.

It was also concluded at this final meeting of the instructor teams group that we had met our objectives for the year at approximately the eighty five percent level over all and that we should therefore begin initial preparations for 1973-74 program planning and implementation.

FUTURE APPLICATIONS

In the State of California the legislation relating to Special Education programs for what they describe as Mentally Gifted Minors specifies clearly that these programs must be quantitativly different from the normal or regular school program. In the case of the Gifted Program for the Cohen School what was planned was a series of educational activities sufficiently different to require a supervision program equally and similarly different to accompany it.

The supervision system as planned, implemented and evaluated in this practicum report does represent a model that might well be used for other such non-traditional, off campus instructional program in schools that have similar financial and staff resources.

Similarly, one of the most demanding recent developments in public school administration is parental involvement in the setting of school policies. We have historically accepted the fact that lay boards of education should and do set policy at the top of the school district decision making pyramid, but at the same time many school people have not accepted this basic idea for school policy decisions at the local or building level.

Parents are now demanding at an ever increasing rate and, at the same time, much new state legislation is now requiring that school teachers and principals involve their local communities in the decision making processes at the building level. Because of these new requirements and parental pressures, whether the building school administrator is in sympathy with these developments or not, he frequently needs some assistance in developing ways to effectively work with parents and other community people in the development of school policies and procedures.

The practicum is also a model of the positive utilization of ideas, feelings and instructional capabilities of parents, among others, in making important school decisions and implementing school programs. It may give to other school administrators some hints as to how they may get more effectively into the parent involvement arena, realizing that the question is no longer whether to involve parents, but rather how to do it in positive, productive ways that are gratifying to the parents and at the same time, helpful to the school.

APPENDIX A

ISADOR COHEN ELEMENTARY SCHOOL
9025 Salmon Falls Drive
Sacramento, California 95826

December 15, 1972

To: Mr. Vern Steyer, Coordinator, Mentally Gifted Programs.

From: Ben Neff, Principal, Isador Cohen Elementary School and Members of the Gifted Program Planning Committee

Subject: Mentally Gifted Program Proposal for the Isador Cohen School 1972-73 School Year

I Program Goals

To teach basic skills required for problem solving and critical thinking.

To promote application of knowledge gained at increasingly higher levels and consistent with exceptional intellectual ability.

To develop the ability to analyze and synthesize ideas and use the scientific method for the solution of problems.

To promote positive self concepts and a feeling of personal worth.

To maximize creative potential and encourage self expression.

To develop leadership ability and appreciation for talent of all kinds.

To provide information and assistance relative to career awareness.

II Program Objectives

(a) Students will be able to demonstrate the importance of preserving and protecting the natural environment of all living things.

(b) Students will demonstrate an increased appreciation of and participation in music, art, drama and literature.

(c) Students will plan, develop and participate in a series of projects of special interest to them.

(d) Students will demonstrate an increased interest in and depth of understanding of scientific principals and methods.

(e) Students will be introduced to and participate in a series of recreationally oriented individual sports activities.

III Objective Implementing Activities

It should be noted that while the Isador Cohen School is presently engaged in numerous innovative programs which could legitimately be labeled "qualitatively different", such as Team Teaching, Multi Graded Learning Groups, Non-Graded organization for the teaching of Social Studies and Science as well as Math, Reading, Spelling and English, Contract Learning, Group and Individual Behavioral Modification Projects, decentralized decision making processes, to name only a few of the major areas, we will not include these items in our stated gifted program since these programs are for all the children in the school.

A Activities Planned to Implement Objective (a)

Activity Description	Estimated Cost
(1) Ecology walks (one in spring and fall) along the American River Levee	.0.00
(2) Outdoor Cooking Workshop Three separage age groups, four meetings with each group, lessons to include Outdoor Cooking means, Equipment, Shopping and Planning and Application Practice.	$25.00
(3) Cook out in Goethe Park as a follow up and culmination to the outdoor Cooking Workshop for all children who participated in the workshop. To be held late afternoon near the end of May on a school day.	15.00 Bus 25.00 Food 5.00 Misc. 45.00 Total
(4) Bicycle trips along the American River Bike Trail. One to be held in the spring and one in the fall. One adult will be needed for every five children participating.	0.00
(5) Nature walk through the U. C. Davis Aboretum either after shcool or on a Saturday morning when a bus would be available for hire.	$25.00 Bus
(6) Week end camping trip to Mendocino Woodlands Camp in Mendocino, California Eight to ten adults will be required for this trip. All Gifted will be eligible to go. Children will provide clothing and a sleeping bag. Food will be centrally prepared. Trip will be held in May. Money making projects may be arranged to help defray cost of this trip or the the gifted program generally.	$125.00 Food 60.00 Camp Rental 195.00 Bus Expense $380.00 Total Cost
Total Estimated Cost under Objective A	$475.00

B Activities Planned to Implement Objective (b)

Activity Description	Estimated Cost
(1) Attendance performance of the Sacramento Junior Symphony. No charge for admission. This trip would be on a Saturday Afternoon	25.00 Bus
(2) Field trip to the De Young Museum in San Francisco and other appropriate Cultural Exhibits on display at the time. This trip would be an all day Saturady trip for the total group and would be preceded by an orientation utilizing the Rio Linda Art Guide. At least 15 adults would be required to attend.	Bus 55.00 Mileage 42.00 Wages $97.00 Total

Activities Planned to Implement Objective (b) continued

Activity Description	Estimated Cost
(3) Attend a performance of the Eaglet Children's Theatre. Go backstage after the performance and observe stage mechanics, talk to the performers and generally observe the back stage workings of the theatre. This activity would probably be inappropriate for the younger children. Performances are from 2:10 to 3:30 on Satur ay. Tickets are $1.00 per child.	$ 30.00 Ticket 25.00 Bus $ 55.00 Total
(4) Those who attended the Eaglet performance will produce a play including all aspects of such a production. This group could meet after school or during the school day at regular intervals (once or twice a week) until the production was complete. Play would then be presented at a school assembly and for interested parents at a night performance.	$ 25.00 Miscellaneous Materials $ 25.00 Total
(5) Children participate in a "Great Book" literature study group, at 3rd placement level and above. The group would meet once or twice per week for between 45 minutes to an hour each meeting.	$110.00 Materials 20.00 Training $130.00 Total

C Activities Planned to Implement Objective (c)

Activity Description	Estimated Cost
(1) Chess Club. All will be invited to attend weekly sessions of the Cohen Chess Club. Meetings and games will be held in the home of Mr. and Mrs. Tyler. Mr. Tyler will coach the club.	$ 10.00 Miscellaneous Expenses
(2) Chinese Club. Mrs. Hwang will sponsor a Chinese Club for 4th placement level and above. They will meet once a week in the home of Mrs. Hwang from 4:00 to 5:00 P.M. Appreciation of Chinese Culture and Language will be the main objective of the club.	$ 10.00 Miscellaneous Expenses
(3) Crafts Workshop. This workshop will be split into either age or interest groups with probably two groups being active at the same time. They will meet in the sponsors home, Mrs. Vickers, during the afternoon school hour or after school once per week for one to two hours.	$ 50.00 Art Supplies

Total estimated expenses under Objective (C) $ 70.00

D Activities Planned to Implement Objective (d)

Activity Description	Estimated Cost
(1) All day Saturday trip to Sea World and/or Aquarium in San Francisco, All will be invited to attend. Children will pack their lunch. At least one adult for each 8 children would be required.	$ 55.00 Bus Mileage 42.00 Wages $ 97.00 Total
(2) Trip to Mather AFB Planetarium during their Christmas presentation. This trip would take place after school one day in December.	$ 17.00 Bus
Total extimated expense under Objective (D)	$114.00

E Activities Planned to Implement Objective (e)

Activity Description	Estimated Cost
(1) Tennis lessons for all interested and capable of benefiting from lessons. Older and younger children would each have 4 lessons, the older group in the Fall and the younger in the Spring. Courts in the area would be used. Lessons will be in the late afternoon. Parents will be individually responsible for transporting their children to the courts and returning them home and will also have to provide tennis rackets. Probable dates and lesson times: October 19, 26 and November 2 and 9th. May 1, 18, 15 and 22. Tentative lesson times: 4:00 to 5:30 P.M.	$ 28.00 Tennis balls
(2) Bowling Lessons Probable Dates: November 14, 21, 28 and December 5. Parents will be individually responsible to transport their children to and from the activity if they wish them to participate. All will be eligible to participate.	$ 50.00 Lane fees
(3) Roller Skating Individaul parents will again be responsible for transportating their children to and from the activity if they wish them to participate. Probable Skate dates: January 9, 16, 23 and 30. Probable times: Undecided.	$100.00 Rink fees
Total estimated cost under Objective (E)	$175.00

F Estimated Expenses and Income Summary

(1) Expenses summary:

Objective A	Activities	$475.00
Objective B	Activities	$382.00
Objective C	Activities	$ 70.00
Objective D	Activities	$114.00
Objective E	Activities	$175.00
	Total	$1216.00

(2) Income (42 identified gifted) 987.00

(3) Negative balance 229.00

(4) The Negative balance will be made up by money making projects that the children and/or parents can work on during the school year.

IV Evaluation Procedures

A The staff, parents and children will be involved in assessing the success of each of the activities lested in Section III as we progress through the school year. The assessment will be in terms of our stated goals and objectives, as well as effectiveness of planning, running and financing the program.

B Techniques of Assessment to be used

(1) Observation
(2) Interview, parent, staff and child.
(3) Keeping adequate financial records of the actual cost of each of our activities.
(4) Keeping an adequate written journal of our evaluations of each activity.
(5) Identifying problems to avoid when planning the 1973-74 program.
(6) In general, the evaluation format that our Research Office suggests will be followed.

V Follow-Up Development Responsibility Assignments

Ben Neff	Coordinator and Administrator of the total Gifted Program. Call together the total planning committee during the year as needed. Keep adequate written and financial records of all activities as the year progresses. Insure that our evaluation report is filed at the end of the school year as per district requirements.
Mr. Bell and Mrs. Laursen	Develop the detailed plans in terms of finances, calendar and staffing for the Sports Activities Program.
Mrs. Beagel and Mrs. Payne	Develop the detailed plans in terms of finance, calendar and staffing for the Science Activities program.

Miss Mix Mrs. Hwang and Mrs. Schmid	Develop the detailed plans in terms of finance, housing, supplies, calendar and staffing for the Special Interests Activities program.
Mr. Laing and Mrs. Tyler	Develop the detailed plans in terms of finance, transportation, housing, supplies, calendar and staffing for the Fine Arts Activities Program.
Miss Fanning and Mrs. Vickers	Develop the detailed plans in terms of calendar, transportation, supplies, finance, housing, and staffing for the Ecological Activities Program.
Mrs. Tyler and Mr. Neff	Plan and organize with student and committee assistance, money making activities to make up the present program deficit.

Copies to: Mr. Bell, Mrs. Bengel, Miss Fanning, Mrs. Hwang, Mr. Laing, Mrs. Laursen, Mr. Neff, Miss Mix, Mrs. Payne, Mrs. Tyler, Mrs. Schmid, Mrs. Vickers, Dr. Rex Kircher

APPENDIX B

ISADOR COHEN ELEMENTARY SCHOOL
9025 Salmon Falls Drive
Sacramento, California 95826

December 15, 1972

To: All Members of the Gifted Program Instructor Group

From: Ben Neff, Advisory Committee Chairman and Program Coordinator

Subject: Supervision Policies and Instruments for the Mentally Gifted Minors Program

Supervision Goals for the Gifted Program

All Staff and Parent program participants, as well as the program coordinator (the principal) will play significant roles in supervising the Gifted Program, both in terms of planning and carrying out these supervisory activities.

All Gifted activities will be supervised by a team made up of no less than one teacher and one parent with the principal coordinator participating as a member of the supervising team when possible and appropriate.

The coordinator will train and provide leadership for the design, implementation and evaluation of the team supervision techniques.

Assessment of Present Skills of Staff

Instructional Since significant numbers of parents will be participating as instructional partners with staff members, and in some cases functioning as the only instructor, (e.g. Chess Club and Chinese Club) the level of instructional skill will vary considerably from one situation to the next. Since staff members will be members of almost all instructional teams, and their level of instructional skill would be judged good to excellent in all cases, their function will be not only as participants in the teaching teams but as teaching models as well.

Supervisory All of the teachers who will be members of the parent-staff teaching teams, have had some experience with peer-supervision since they are all members of teaching teams who presently work in an "open space, team teaching" school. Almost every hour of every teaching day they are observed by other teachers in their team and are at the same time observing their team mates as well. This type of supervision is built into the team teaching - open space classroom. Most of these teachers have had from 3 to 5 years experience with this type of program.

None of the presently identified parent participants is trained to teach. Some of them have served as aides to teachers in the school and a few have done a significant amount of "small group" instruction. None of the parents have had supervision responsibility other than whatever intuitive self analysis may have been generated by their limited experiences interacting with children in a classroom or a study trip situation.

The Need for New Techniques of Supervision

Since the activities planned for this Gifted Program differ considerably, in most cases, from traditional "in classroom" type school programs the traditional approaches to supervision are probably less appropriate for these activities. In the first place, the traditional supervisor (the school principal) will in many cases not be available to supervise the activity since so many of the planned experiences are off campus activities. Secondly, the content of many of the program elements are out of the realm of the principals experience, making him relatively incompetent to judge the programs content validity, if not the teaching method.

Finally, since we have such a variety of non traditional activities taking place in many different places, utilizing a variety of staff-parent teaching teams, it would seem that

the teaching teams themselves will have to assume the major responsibility for supervising and evaluating the activities they are responsible for carrying out.

A Supervision Program Designed to Fit the Gifted Instructional Program

The structure of the Supervision Program should be consistent with and facilitated by the structure of the instructional program.

Since the instructional program is decentralized the supervision system which will support it must also be decentralized.

Since the supervision experiences and skills of those who will supervise are in many cases minimal, some assistance by those more experienced (coordinator and teachers) will be necessary if the less experienced are to become effective program supervisors.

A team approach to supervision, emerging from the teacher--parent instructional model of this program will be our approach towards an effective system of supervision.

Program Objectives

Each parent-teacher instructional team will be able to effectively supervise themselves using appropriate approaches to analyzing their own behavior as instructors, the behavior of their partner and the behavior of the children in their instructional group, utilizing the Champagne model of "Goal Oriented Supervision".

Each instructional team will plan and carry out "Supervisory Conferences", utilizing the principals of the Champagne model as frequently as is appropriate for them to do so. With some ongoing teaching teams that meet with their

student group weekly they may wish to have a conference after each group meeting. When the instructional team is a large group and the activity basically a one time activity, such as would be the case with the weekend camping trip to Mendocino County, the supervisory conference would be a one time occurrence correspondingly, and might well become a large group conference.

All teaching teams will communicate freely and requlary with the program coordinator in terms of their analysis of how their activity is progressing.

The coordinator will assume the leadership for planning and implementing the methods and instruments of supervision discussed above.

Goal Oriented Supervision by David W. Champagne

The purpose of school supervision is behavior modification. It seeks to establish goals for teacher behavior, move teachers toward those goals, and maintain the teachers behavior at the new level.

Behavior modification techniques used appropriately represent some of the most powerful tools we have in shaping and maintaining behavior. Behavior modification as used here means, the deliberate employment of positive reinforcement to shape teaching performance. Used in the manner described below, these techniques become an intelligible way to involve teachers in conscious self-supervision.

Steps in the Process

Step 1: An individual or group conference with the teachers, aides or other group of supervisees. The purpose of the conference is to agree on a series of specific goals of the teaching situation.

Step 2: These goals are written in a list in specific behavior of the "teacher". Each teacher behavior begins

with the words, "Today I ....., and then goes on to describe the specific behavior.

Step 3: This list is typed and duplicated probably containing no more than ten to fifteen items at most. Behind each item is a column headed by only one word Yes.

Step 4: Enough copies of this goal oriented checklist are made so that each day each teacher or supervisee can be given one copy.

Step 5: The supervisor and supervisee individually have a conference to discuss their expectations for the meaning of each behavior goal on the checklist. They also discuss what the teacher is to do with this checklist.

Step 6: The teacher evaluates his/her performance on each of the behaviors, at the end of each day/class/specified time (but not more than once per day on the average), by reading each item on the checklist and checking yes for those he/she has accomplished. Those not performed at the criterion level are left blank. There is no negative column on the form.

Step 7: The supervisor does occasional observation to gather independent data on the teacher's performance. He uses this data to reinforce the teachers perceptions of performance. He also helps the teacher learn clearer self evaluation skills if this is needed.

Step 8: In short focused conferences with the teacher, the supervisor reinforces the teacher's accomplishment of the goals he is able to check yes on; he reinforces the teacher's honesty and purpose in accurately keeping the checklist; he helps the teacher reestablish as important priorities those goals not yeat accomplished; he helps explain and develop procedures with the teacher to accomplish those goals; and he goes away after this short conference.

Step 9: On a variable ratio of reinforcement the supervisor continues to do independent observations, but much more often he stops in to reinforce the teacher's continued use of the checklist, continued progress toward meeting of the goals, and continuing interest in self improvement.

Step 10: In areas where the teacher is not making progress, the supervisor and supervisee jointly plan alternative procedures to be tried.

Step 11: The supervisor revises the checklist with the teacher or supervisee as both parties recognize progress an emergent goals. At the same time he continues to reinforce the basic goals already achieved.

EXAMPLE 1

SECONDARY SPANISH

CRITERION CHECKLIST

Today I:

	YES
1. Used Spanish, French, German in the classroom at least 60% of the time.	
2. Employed the simple to complex technique of language instruction.	
3. Employed the principle of single emphasis.	
4. Used the technique of modelling.	
5. Used repetitive drills.	
6. Used substitution drills.	
7. Used question-answer practice (conversation)	
8. Positively reinforced each student for some response.	
9. Was enthusiastic in my teaching as demonstrated by my facial expressions, gestures, movements around classroom, vocal intonations, etc.	
10. Involved the students in my class at least 50% of the time.	
11. Included both choral and individual student responses in my classroom.	
12. Corrected student errors without condemning or embarrassing the students.	
13. Answered all student questions without losing the focus of the lesson.	
14. Explained essential points of grammar thoroughly, but briefly. (less than 5 minutes)	
15. Was a "person" (real and human) in my teaching (honest, understanding, sympathetic and open).	
16. Made an attempt to increase or improve my rapport with the students.	

EXAMPLE 2

PARENT TRAINEES IN PARENT
INVOLVEMENT TRAINING PROGRAM

Today I:	YES
1. Had a planning conference with my teacher.	
2. Participated in evaluation of my own progress as teacher.	
3. Tutored individual and small groups of children.	
4. Recorded my daily log of my feelings and progress made in teaching.	
5. Audio taped one tutoring session (about 10 minutes recording time) for my training.	
6. Was responsible for an exploratory area in the room.	
7. Travelled with a small group of children.	
8. Made materials for children in class and my own children.	
9. Read stories to groups of children.	
10. Planned my daily schedule with teacher prior to the beginning of the day.	
11. Designed learning experiences for children using materials which are in my home.	
12. Suggested and lead a Project Hour Activity	

The Supervisory Conference by John L. Morgan and David W. Champagne

Any communication between supervisor and supervisee might be called a conference. We have chosen to define a conference as that sequence of events during which the supervisor and supervisee plan or evaluate the supervisee's instructional behavior with pupils. We eliminate from this definition those supervisor/supervisee behaviors which have as their major purpose maintenance of the social relationships between the supervisor and supervisee. We do not mean to imply that these other behaviors are unnecessary or unimportant. The quality and type of the human relationship between the supervisor/supervisee probably determines the effectiveness of supervision. We are focusing on the purpose of the supervisory conference and trying to indicate a way of effectively carrying out that purpose within the twin constraints of time and resource. (Other training should focus on helping-consultant-supervisory relationships within which the supervisor operates.)

The steps in a supervisory conference and the continuum of stages of supervisory practice suggested in this paper are the result of the professional practice of the authors. They represent what has become to us an efficient, clear set of guidelines for our behavior. They are at the same time supportive to the supervisee. Our practice also suggests that using this format in short conferences lasting about fifteen or twenty minutes with one or two issues you choose to focus upon, will produce the most rapid changes in the supervisee's behavior. The supervisee has clear directions to go, he is not overwhelmed with many suggestions at once, and he is not punished by a long catalogue of his failures. Long conferences tend to lose focus and become punishing.

We suggest that after awhile the supervisee will also learn this format, and feel comfortable with it. You might even teach him how you are going to operate as an introduction to your supervision.

While no two confereaces are ever alike--and they should not be--there are certain common elements in every conference. There follows a suggested sequence of steps in the conference format. Explanations of these steps and their sequencing follow the suggested format.

Steps in the Supervisory Conference

Step 1. Objectives of the conference are specified.

Step 2. Present behaviors of the students and teacher related to the objectives of the conference are discussed.

Step 3. An agreement to focus on one or two issues is made.

Step 4. An agreement that some change in behavior is necessary, or that some behavior is appropriate and should be stressed is made.

Step 5. Positive appropriate teacher behaviors related to the specific focus of the conference are identified and reinforced.

Step 6. Alternative behaviors (or alternatives related to reemphasis or existing teacher behaviors) are proposed and examined.

Step 7. One alternative from those proposed is selected.

Step 8. Specific planning for the implementation of the selected alternative is completed.

Step 9. Implementation plans of the selected alternative are practiced.

Step 10. Criteria for successful performance of the alternative behavior are selected and agreed upon.

Step 11. Supervisee gives feedback on purpose and perceptions of conference.

Step 12. Commitments of supervisor and supervisee are reviewed.

CONFERENCE TERMINATES

Clarification of Each Step and the Sequence of Steps of the Conference Format

Step One - Specifying Objectives

The purpose of step one is to make sure that both people in the conference agree on the goals. This sharing is a kind of contract setting. It establishes an atmosphere of, "Let's get down to business."

Step Two - Reviewing Data Related to Objectives

Both supervisor and supervisee must have or develop the same perception of what is presently happening in the learning situation. Both parties must limit or discipline themselves to describing the behaviors that are related to the objectives of the conference.

Step Three - Selecting a Focus

A focus on one or two issues allows more specific planning and a more rapid change of the supervisee's behavior. It also helps keep the conference short. A short conference is usually more productive than a longer one.

Step Four - Agreement on Necessity of a Change

The purpose of this step is to seek a commitment to change on the part of the supervisee. This step should be short and done only once.

Step Five - Reinforcement of Aspects of Present Behavior

The purpose of this step is to assure the supervisee that some parts of his behavior are appropriate. The task of change is thus less overwhelming. The change then becomes an extension of present behaviors rather than a denial of previous behaviors.

Step Six - Proposing Alternatives

More than one alternative should be considered before a choice is made. Strengthening or extending existing behaviors is one alternative.

Step Seven - Selecting An Alternative

It is difficult to implement several changes at once. If one alternative is selected and the chance for success is better than when more than one alternative is selected.

Step Eight - Specific Planning

Specific planning includes: the objectives, procedures, and evaluation. It is suggested that the specific planning be written or audio taped so that both supervisor and supervisee will have a record of their commitments. A record makes both the participants accountable.

Step Nine - Practicing

This practice is an opportunity for supervisee to try new behaviors under conditions where he can get immediate feedback. This practice identifies any unclear areas in the planning.

Step Ten - Establishing Criteria

This agreement sets a realistic expectation for the supervisee. The supervisor should exercise care in establishing criteria which are attainable by the supervisee.

Step Eleven - Giving Feedback on Conference

This step allows the supervisor to find out what the perceptions of the supervisee are. The supervisor should learn how to ask this question so that he receives an open and honest answer. The supervisor does not defend his behavior here. He simply tries to understand the perception of the supervisee.

Step Twelve - Reviewing Commitments

This final checking out and restatement of commitments is necessary. It is a deliverate redundancy. It prevents major misunderstandings. After the restatement of commitments, the conference should end.

Within this conference format all steps can be made congruent with the establishment and maintenance of a helping-supervisory-consultant relationship. The entire structure of the conference, while it serves the goal of efficiency in the use of resources, says clearly to the supervisee, "I trust your intelligence, your interest, your professional purpose."

The conference format was deliberately written in a

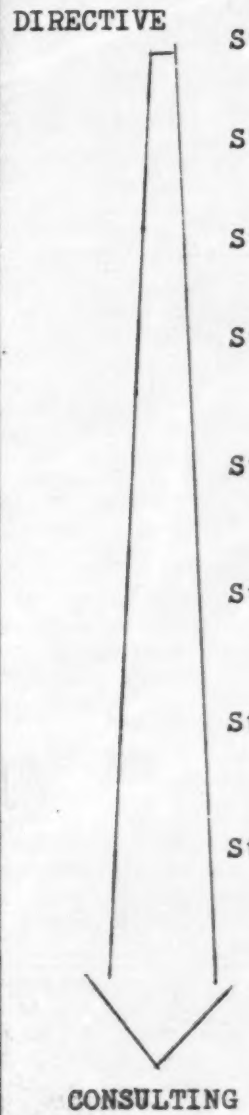
passive voice (except for step 11) with the initiator unspecified.

The supervisor's role within this conference format can be conceptualized on a continuum from directing to consulting. Any of these roles is a legitimate one in the context of the agreement between the supervisor and the supervisee. The supervisor in the framework established here should always try to move toward the consulting role and away from the directing role.

The major stages within this continuum are listed below. Steps 6 and 7 of the conference format are selected as the example used to explain these stages. The stages apply, however, to all the steps of the suggested conference format excepting step 11.

CONTINUUM OF STAGES IN THE SUPERVISORY ROLE

	The Supervisory Role	Example from Steps 6 & 7 of Conference Format
Stage 1.	Supervisor initiates: Supervisor chooses	1. The supervisor proposes all of the alternatives and then chooses one
Stage 2.	Supervisor initiates: Supervisor and supervisee	2. The supervisor proposes all the alternative strategies, they jointly choose one.
Stage 3.	Supervisor initiates; Supervisee chooses	3. The supervisor proposes all the alternative strategies, The supervisee chooses one.
Stage 4.	Supervisor and supervisee both initiate; supervisor and supervisee choose.	4. Both supervisor and supervisee propose strategies. Both make a choice.
Stage 5.	Supervisor and supervisee both initiate; supervisee chooses.	5. Both supervisor and supervisee propose strategies and the supervisee chooses one.
Stage 6.	Supervisee initiates; supervisor and supervisee chooses.	6. The supervisee proposes alternatives, both the supervisor and supervisee choose one.
Stage 7.	Supervisee initiates; supervisor questions, supervisee chooses.	7. The supervisee proposes alternatives, the supervisor asks clarifying questions, the supervisee chooses.
Stage 8.	Supervisee initiates; supervisee chooses.	8. The supervisee proposes alternatives, the supervisee chooses, the supervisor listens.
Stage 9.	Supervisee initiates; supervisee defines role of supervisor; supervisee chooses.	9. The supervisee proposes the alternatives; he defines a role for the supervisor, and he makes the choice.



The last stage is the true test of autonomy, and of a helping relationship. As the supervisee becomes self-directing he can and usually will manage the supervisor back into a more active role on a peer basis. He is then free to seek and use aid, but he determines its application.

Stage one is usually self-defeating and is not recommended. There may be times when it is appropriate. It is never desirable over any extended period of time.

APPENDIX C

Isador Cohen Elementary School

February 8, 1973

MID YEAR GIFTED PROGRAM SUPERVISION SYSTEM QUESTIONNAIRE

For: All members of the Gifted Program Instructors Group

Instructions: Rate each statement below on the one to five scale provided. Completion of the comments section is optional. Please return the completed response sheet unsigned in the enclosed self addressed envelope as soon as possible.

Scale Code:
1.----Strong Agreement
2.----General Agreement
3.----Undecided
4.----General Disagreement
5.----Strong Disagreement

1. The training sessions designed to prepare me in the use of Goal Oriented Supervision techniques (self analysis check sheets) were helpful to me.

2. I felt confident to begin using the self analysis check sheet after we finished our training on this technique.

3. I found, after using the self analysis check sheets that they were helpful to me in improving my teaching performance.

4. Because I participated in the decision to use the self analysis technique I was probably more receptive to learning how to use it.

5. The self analysis technique has not been particularly helpful to me.

6. Considering the amount of time I spent with the self analysis technique I feel the benefits I derived were worth the time spent.

7. The self analysis technique helped me to clarify my own self expectations in terms of my Gifted Program teaching assignment.

8. If I have the opportunity I would like to continue as a member of a Gifted Program instructors team during the 1973-74 school year.

9. My Gifted Program teaching responsibility was in an area that I have sufficient confidence in.

10. I feel I am performing at least at the satisfactory level in my teaching assignment.

11. The coordinator has been available for assistance when I requested or needed his assistance.

12. The coordinator has a good understanding of my assignment and teaching situation in the Gifted Program.

13. The coordinator has been an effective coordinator and supervisory consultant for me in my teaching assignment.

14. The training sessions dealing with the supervisory conference techniques were helpful to me.

15. I felt confident to begin having supervisory conferences with my teaching partner at the conclusion of the training on this technique.

16. I found that after having a few supervisory conferences with my teaching partner that these conferences did contribute to my effectiveness as an instructor.

17. The fact that I was involved in deciding to use the supervisory conference technique with my teaching partner probably contributed to my success with this technique.

18. The role of supervisor in the supervisory conference is somewhat threatening to me.

19. The role of supervisee in the supervisory conference is somewhat threatening to me.

20. Considering the amount of time I spent participating in supervisory conferences with my teaching partner the benefits I derived were worth the time spent.

21. I feel I am able to criticize my teaching partner in a supervisory conference without the criticism adversely affecting our relationship.

22. I tend to resent being criticized by my teaching partner in a supervisory conference.

23. The coordinator has been available for assistance when needed with problems my teaching partner and I have had with our supervisory conferences.

24. I am reasonably honest with my teaching partner when in the role of the supervisor of the conference.

25. I feel that my teaching partner is generally honest with me when I was the supervisee in a conference.

26. I should have had more extensive training with the supervisory conference technique before beginning its use.

27. When the coordinator sits in as an observer at a supervisory conference my teaching partner is less candid with her comments than when he is not there.

28. When the coordinator sits in as an observer at a supervisory conference I am less candid with my teaching partner than when he is not there.

29. If I am a member of a Gifted Program teaching team during the 1973-74 school year I would like to continue having supervisory conferences with my teaching partner.

ISADOR COHEN ELEMENTARY SCHOOL
January 8, 1973

MID YEAR GIFTED PROGRAM SUPERVISION SYSTEM QUESTIONNAIRE
RESPONSE SHEET.

	1	2	3	4	5		1	2	3	4	5
1.						16.					
2.						17.					
3.						18.					
4.						19.					
5.						20.					
6.						21.					
7.						22.					
8.						23.					
9.						24.					
10.						25.					
11.						26.					
12.						27.					
13.						28.					
14.						29.					
15.											

Comments: _____

APPENDIX D

Isador Cohen Elementary School
May 29, 1973

END OF YEAR GIFTED PROGRAM SUPERVISION SYSTEM QUESTIONNAIRE

For: All members of the Gifted Program Instructors Group.

Instructions: Rate each statement below on the one to five scale provided. Completion of the comments section is optional. Please return the completed response sheet unsigned in the enclosed self addressed envelope as soon as possible.

Scale Code: 1.----Strong Agreement
2.----General Agreement
3.----Undecided
4.----General Disagreement
5.----Strong Disagreement.

1. The meeting held to discuss the results of the mid-year questionnaire was helpful to me in my own use of the self analysis technique.

2. The above meeting was helpful to me in my own use of the supervisory conference technique.

3. Hearing the problems that other people had made me feel less threatened by the problems I was having with these techniques.

4. I learned many helpful things from the comments made by the members of other teaching teams at the above meeting.

5. I felt the above meeting was generally not helpful to me.

6. The self analysis technique has not been particularly helpful to me.

7. The self analysis technique helped me to clarify my own self expectations in terms of my Gifted Program teaching assignment.

8. If I have the opportunity I would like to continue as a member of a Gifted Program instructors team during the 1973-74 school year.

9. I feel I am performing at least at the satisfactory level in my teaching assignment.

10. The coordinator has a good understanding of my assignment and teaching situation in the Gifted Program.

11. The coordinator has been an effective coordinator and supervisory consultant for me in my teaching assignment.

12. The role of supervisor in the supervisory conference is somewhat threatening to me.

13. The role of supervisee in the supervisory conference is somewhat threatening to me.

14. Considering the amount of time I spent participating in supervisory conferences with my teaching partner the benefits I derived were worth the time spent.

15. I feel I am able to criticize my teaching partner in a supervisory conference without the criticism adversely affecting our relationship.

16. I tend to resent being criticized by my teaching partner in a supervisory conference.

17. The coordinator has been available for assistance when needed with problems my teaching partner and I have had with our supervisory conferences.

18. I am reasonably honest with my teaching partner when in the role of the supervosor of the conference.

19. I feel that my teaching partner is generally honest with me when I was the supervisee in a conference.

20. When the coordinator sits in as an observer at a supervisory conference my teaching partner is less candid with her comments than when he is not there.

21. When the coordinator sits in as an observer at a supervisory conference I am less candid with my teaching partner than when he is not there.

22. If I am a member of a gifted program teaching team during the 1973-74 school year I would like to continue having supervisory conferences with my teaching partner.

23. I feel that the supervision system we used this year, given the nature of our instructional program, was generally effective.

24. I feel the supervisory conference technique should not be used next year unless major revisions can be effected.

25. I feel the self analysis technique should not be used next year unless major revisions can be effected.

ISADOR COHEN ELEMENTARY SCHOOL

May 29, 1973

END OF YEAR GIFTED PROGRAM SUPERVISION SYSTEM QUESTIONNAIRE

RESPONSE SHEET

	1	2	3	4	5		1	2	3	4	5
1.						14.					
2.						15.					
3.						16.					
4.						17.					
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6.						19.					
7.						20.					
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9.						22.					
10.						23.					
11.						24.					
12.						25.					
13.											

COMMENTS: _____

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